

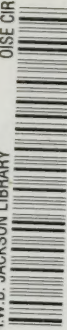
379.73 B936 1919 no.51 c1

Orvis, Mary Burchard

The application of commerce

R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9929

379

Un 3
B.

I
16.
3:

919/51, 52, 53, 54, 55, 56

EDUCATION &
LEGISLATIVE
JAN - 9
PARLIAMENT BUILDING
TORONTO

379.73 B936 1919 no.52 c1

United States. Office of Ed
Industrial schools for deli
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9937

379.73 B936 1919 no.53 c1

Orr, William, 1860-1939.
Educational work of the You
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9945

379.73 B936 1919 no.54 c1

Pearson, Peter Henry, 1864-
The schools of Austria-Hung
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9952

379.73 B936 1919 no.55 c1

National Education Associat
Business education in secon
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9960

379.73 B936 1919 no.56 c1

Klein, Arthur Jay, 1884-
The administration of corre
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9978

379.73 B936 1919 no.57 c1

Montgomery, Walter Alexande
Educational conditions in J
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9986

379.73 B936 1919 no.58 c1

Swiggett, Glen Levin, 1867-
Commercial engineering : re
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00028 9994

379.73 B936 1919 no.59 c1

Montgomery, Walter Alexande
Some phases of educational
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00029 0000

379.73 B936 1919 no.60 c1

United States. Office of Ed
Monthly record of current e
R.W.B. JACKSON LIBRARY

OISE CIR



3 0005 00029 0026

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 51

THE APPLICATION OF COMMERCIAL
ADVERTISING METHODS TO
UNIVERSITY EXTENSION

By

MARY BURCHARD ORVIS

Extension Division, Indiana University



LIBRARY

FEB 25 1983

THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

WASHINGTON
GOVERNMENT PRINTING OFFICE

1919

25433

ADDITIONAL COPIES

OF THIS PUBLICATION MAY BE PROCURED FROM

THE SUPERINTENDENT OF DOCUMENTS

GOVERNMENT PRINTING OFFICE

WASHINGTON, D. C.

AT

10 CENTS PER COPY

LIBRARY

FEB 22 1903

THE OFFICE OF THE
SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE

WASHINGTON

GOVERNMENT PRINTING OFFICE

CONTENTS

	Page.
Letter of transmittal.....	5
The obligation to advertise.....	7
Purpose of the bulletin.....	7
Nature of advertising and publicity.....	8
Advertising and the psychology professor.....	9
The duty of establishing contacts through publicity.....	9
The publicity agent.....	9
Use of advertising texts.....	10
Announcements.....	11
University catalogues.....	11
General extension division announcements.....	12
Class and correspondence study announcements.....	12
Formalized descriptions.....	14
Special announcements and folders.....	15
Newspaper articles.....	18
The news element.....	19
Planning the campaign.....	19
Release <i>vs.</i> Special copy.....	20
Keeping the reader in mind.....	22
The "lead".....	22
Concreteness.....	23
Brevity and form.....	24
Form letters.....	24
Post cards.....	26
Following up inquiries.....	26
Letters to employers.....	27
Street car posters.....	28
The layout.....	29
Newspaper advertising.....	33
The field organizer.....	35
Talks to groups.....	36
The social side of extension activities.....	37
Cooperation with labor.....	37
The necessity for greater effort now.....	37

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, July 19, 1919.

SIR: For many years colleges, universities, and State departments of education have become more and more conscious of the importance of extension education, and of the obligation resting upon them to promote it in every way practicable. This is especially true of the State university, which, in many States, is now making an honest effort to extend the limits of its campus to the boundaries of the State which supports it, and to render a measure of service to the thousands of men and women who desire to extend their knowledge and training, and who are unable, for one reason or another, to take up residence at the university and pursue a regular course of instruction within its walls. The war has greatly increased both the need and the demand for such extension work, and the institutions engaged in it are seeking help in making this work more effective. For the purpose of giving such help, and also for the purpose of promoting the cause of extension education generally, the Bureau of Education has arranged for the preparation of a series of monographs on this subject, of which the manuscript herewith transmitted is the first to be completed. I recommend that this manuscript be published as a bulletin of the Bureau of Education. Other manuscripts of the series will be transmitted as they are received and approved.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

LETTER OF TRANSMITTAL

THE SECRETARY OF THE TREASURY

WASHINGTON, D. C.

1900

TO THE SECRETARY OF THE INTERIOR

SIR: I have the honor to acknowledge the receipt of your letter of the 10th inst., and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Yours very truly,
J. M. Smith

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

THE APPLICATION OF COMMERCIAL ADVERTISING METHODS TO UNIVERSITY EXTENSION.

THE OBLIGATION TO ADVERTISE.

The extension division director is between two fires in the matter of publicity and advertising. The general public criticizes him for not advertising his courses more widely, and the faculty criticize him for alleged offenses against their ideas of academic dignity. Students and others interested in the courses at Indianapolis have frequently said to those in charge of Indiana University extension classes, "Why don't you advertise your courses more?" yet Indiana University uses more than the average number of devices for gaining publicity.

In discussing the answers to 122 letters sent out to students by the California Extension Division, an article by F. F. Nalder, published in *School and Society*, says:

Seventy-six letters offered suggestions for improving the service. While most of these apply directly to this university extension division, they all indicate the thought of people regarding extension service in its broader aspects. It is noteworthy that the recommendation to advertise the service more and to give greater publicity is repeated oftener than any other. Twenty-four writers urged more thorough advertising. It is repeatedly suggested that there are in every community many to whom extension teaching would prove an invaluable boon were it brought to their notice.

The writer adds that—

There is a sharp contrast between the viewpoint of the people who have profited by extension service and the proper and dignified academic attitude toward advertising the university. People regard the giving of adequate publicity to this service as legitimate as to give practical and scientific instruction. As one writes, "It will take a great deal of publicity to get the idea of university extension to the people."

In other words, the obligation of the university to serve the people throughout the State does not stop with the quiescent *offering* of opportunities. The ideal of service demands an aggressive campaign against ignorance of what the university offers. The extension division must advertise. In no other way can it hope to reach even a small fraction of those who are eager to study.

PURPOSE OF THE BULLETIN.

It is the purpose of this bulletin to consider the advertising and publicity methods that are being used by the different extension

divisions, and to present some suggestions offered by university extension officers as to ways in which a greater number of people can be reached.

THE NATURE OF ADVERTISING AND PUBLICITY.

Any such discussion must first of all consider the nature of advertising and publicity. To university faculties these words often have an unpleasant connotation. "Advertising" suggests an effort to sell something for profit, regardless of the needs and desires of the purchaser. "Publicity" suggests exploitation and is shunned by professional men in accordance with tradition, whether they be doctors, lawyers, or teachers. But, if usage will accommodate itself to Webster's definitions, "to advertise is to give public notice," and "publicity" is "the state of being public or open to the knowledge of the community," the offensiveness of the terms somewhat disappears. This is the conception under which the Federal Government acted when it hired publicity experts to take charge of its campaigns in support of the war. It is the conception which justifies universities in including in their curricula advertising and publicity courses. Extension publicity seeks, not to persuade an unwilling buyer, but to disseminate knowledge of opportunities.

Few universities conduct extensive advertising campaigns. By virtue of its material embodiment and its historic position as the climax of the State's educational system, the campus university is comparatively well known. It has been able to stand back and rely upon the impetus given by the secondary schools to send it students. It may go on without direct advertising. However, a few indirect methods have been employed by universities to advertise their existence. Intercollegiate athletics, highly-paid coaches, alumni secretaries, foundation-day programs in alumni centers, glee-club concert tours, "annuals," rosters of students in catalogues, banquet and commencement speeches of presidents and faculty members, encouragement of college spirit—these are some of the more common devices which owe no small part of their support to the fact that they are recognized as agencies for keeping the university before the public.

More direct are the student newspapers and the university news letter or press bulletins which are generally conducted by the departments of journalism. These publications serve to keep the people of the State informed concerning university activities. Even these "house organs," as they might be called, are, however, seldom a part of a carefully planned campaign. Frequently they are primarily for the purpose of disseminating information without reference to publicity for the university.

ADVERTISING AND THE PSYCHOLOGY PROFESSOR.

It is a fact that university professors have added greatly to the world's knowledge of advertising principles; that many of the texts on advertising have been written as the result of experiments carried on in the psychological laboratories. If the principles which academic minds have so carefully worked out were applied to the legitimate advertising of education, what might not the university accomplish! It is a curious fact that the principles and technique which they have elaborated are so little applied to the service of the university itself.

THE DUTY OF ESTABLISHING CONTACTS THROUGH PUBLICITY.

One would expect the extension division to recognize more clearly than does the campus university the duty of advertising. The extension division is comparatively new. Obviously, people must be informed of its existence. Moreover, it will always have a greater publicity problem, since it has for its student body the mass of people who are either unable to attend college or are ignorant of the opportunities offered by universities. Extension division directors who fail to make use of the knowledge gathered by professors in departments of psychology and commerce are neglecting to make an obvious application of scientific knowledge. They also neglect to use the great opportunities afforded by the departments of journalism, where students are trained in writing newspaper articles and in planning and executing advertising campaigns. Many of the contacts which extension divisions must establish can be made only through increased advertising and publicity.

THE PUBLICITY AGENT.

The California Extension Division has placed its publicity work in the hands of an experienced man who has the title of editor. It is his business to consult daily the heads of the departments concerning their publicity needs. Heads of departments in turn consult him concerning publicity plans that affect their work. The acting director writes:

It is necessary that he (the editor) should enlist the support not only of the officers of the extension division, but also of many persons outside the division, who may from time to time be available in carrying out our plans. The nature of university extension work is such that repeated and frequent announcements of its activities are necessary. It is hardly possible to overemphasize the importance that attaches to the work of the editor.

California added over 8,000 new students to its class and lecture course rolls in the years 1916 and 1917 alone—a fact which would

seem to indicate that the publicity agent had justified himself in that State.

The Massachusetts Department of University Extension reports that it employs no publicity agent, but spends "about \$300 a year on the preparation of newspaper copy by qualified experts. When this sort of material is well prepared, it is probably more efficient than ordinary newspaper advertising and its publication is secured without any expense for space."

Columbia University has recently appointed an experienced newspaper man to take charge of publicity, including that of the extension division. By virtue of his knowledge of the needs and practices of the newspaper office, this agent is able to write copy in such a way that it has *news value*. Consequently, his articles appear by the column, and are quoted in papers all over the country. Sometimes they even attain the first page of the New York dailies. He is giving the university a kind of publicity that it could not buy at any price. But he is an expert who knows all the little devices that will entice the editor into acceptance.

This agent complains that he is losing his newspaper style! He finds it difficult to live in the university atmosphere and yet keep the newspaper point of view. This complaint from a seasoned newspaper man has its significance for the university that fears for its standards. If a newspaper man becomes academic to the extent of injuring his copy from the editorial point of view, what can one expect the editor to think of the style of the university professor who attempts to write for public consumption?

As a matter of fact, the services of the publicity agent are more and more sought by universities. The systematic diffusion of information on public activities which we call "publicity" has come, especially since the war, to be recognized as an important and legitimate profession. Institutions of all sorts are seeing the value of getting themselves accurately reported. As the university suffers from the mistakes of reporters, it appreciates the advantages of having an agent who understands its point of view and its aims. Thus the employment of a publicity agent may be a matter of self-defense, as well as of aggression.

USE OF ADVERTISING TEXTS.

Extension divisions which do not have the services of publicity agents(and there are many for whom such a service would be too expensive) will do well to enlist the cooperation of experts on their own campus. They will also do well to study the advertising texts which deal with such matters as the best use of space, the size of letters, the value of repetition, the relative efficiency of advertise-

ments in different media and at different intervals, the position of the advertisement, and the planning of a campaign. These questions will be taken up briefly later in this discussion. They are mentioned here for the purpose of emphasizing the need of expert advice.

The first principle of advertising, whether one's commodity is aluminum or education, is to *attract attention*. The second principle is to *arouse interest*.

There are many legitimate and dignified devices for carrying out these purposes. The officer in charge of extension publicity should know them.

ANNOUNCEMENTS.

The most common publicity devices used by extension divisions are the traditional announcements in the university catalogue: the general annual announcement of all extension services; the annual announcements of courses offered by the class and correspondence study departments, and special folders announcing single courses or groups of courses.

UNIVERSITY CATALOGUES.

Nearly all extension divisions have announcements of their work in the general university catalogue. Containing a brief statement of the aims of university extension, and of the types of service offered, these announcements serve to inform persons already interested in resident study of the possibilities of nonresident study. They also impress upon both the faculty and the public mind the fact that the extension division is a recognized and a coordinate department of the university.

But their practical value in interesting new students can not be great since the university catalogue is read chiefly by persons who intend to go to college or a limited few who advise them—such as exceptional parents and teachers. Moreover, the character of the catalogue is not such that it will attract the class of people who can be interested in extension study. It is thoroughly formalized and almost invariably subordinates subject matter to administration and organization. In the main, it would serve its purpose better if it were written more from the point of view of those to whom it is intended to bring information and less from that of the university faculty and trustees. The difficulty which even university administrators find in locating facts in the catalogues of different institutions; the frequent omission of tables of contents; the inadequacy of indexes (which are often entirely omitted); and the failure to list faculty names and courses alphabetically, are well known. From the practical standpoint, the general university catalogue is open to

much criticism. Nevertheless, for the reason mentioned, extension divisions do well to include their announcements within its austere pages.

GENERAL EXTENSION DIVISION ANNOUNCEMENTS.

Some of the same criticism is applicable to the extension division general announcement (or abbreviated catalogue), yet it is on the whole an improvement over the university catalogue.

Recognizing fully the purpose of the usual announcement as a general explanation of how students may enter upon a large number of activities, and recognizing the consequent difficulties that confront the writer, one must, nevertheless, wonder just how far it serves to attract and vitally interest its readers.

The practical value of this common type of extension announcement, which emphasizes organization and administration rather than the subject matter of the services offered, can not be accurately determined. Like the university catalogue, it helps to create an understanding of the scope and organization of extension work, especially among former resident students, faculty members, and trustees. But its power to interest the person who is unfamiliar with university forms and aloof from university matters can not be great. The problem of the writer of the general university extension announcement is to meet the needs of both the informed and the uninformed public.

University Extension What and Why, a bulletin issued by the University of Minnesota, is admirably adapted to this end. Its outside cover is illustrated, as is the inside title-page. Page 3, the beginning of the subject matter, reads as follows:

What is university extension? This question can perhaps best be answered by telling what it is not. It is not a scheme for adding acres to the college campus, nor is it a plan for multiplying the college buildings. It has nothing to do with advertising the university, adding to the number of students, or increasing the endowment.

University extension is simply an organized effort to increase the effectiveness and the scope of the university's influence and teaching by projecting, as it were, the institution through space.

CLASS AND CORRESPONDENCE STUDY ANNOUNCEMENTS.

Likewise, many class and correspondence study announcements lack the power to attract and interest students, because of their academic presentation of subject matter. On the other hand, the announcement of evening sessions at Wilkes-Barre, issued by the Wharton School of Finance and Commerce of the University of

Pennsylvania, is well suited to its purpose. It omits details of administration and the names of staff and faculty members and begins as follows:

The extension course of the Wharton School of Finance and Commerce was established for the purpose of offering advanced instruction in financial and commercial subjects, in the evenings, to men and women in the larger cities and towns of Pennsylvania. It aims to give opportunity to those prepared to pursue university work but who are prevented by circumstances from attending the day or evening sessions in Philadelphia.

The detailed technique of a business can not be acquired in a university, but the fundamental principles underlying every business activity find their place in well-organized courses of study. The principles of accounting, finance, banking, insurance, real estate, business law, salesmanship, and advertising have been formulated and can be taught and studied. Moreover, present-day circumstances require a broader knowledge than experience alone can give. Specialization has so confined each employee to a narrow round of routine duties as to prevent a knowledge of the larger and more complicated commercial relations. If this larger view is ever to be attained through practice alone, it must be at the cost of years of difficult and laborious experience.

The University of Iowa issued a live and practical announcement of correspondence courses for 1918-19 in which it dispensed with all administrative facts, including the names of the extension staff and faculty, and began on page 1 with the interesting statement that "University courses of standard grade by correspondence offer unparalleled opportunities to the 'stay-at-home.'" While the use of so sweeping a word as "unparalleled" may be questioned, this type of beginning, followed by a specific list of persons who are presumably interested in correspondence study, is based upon sound principles of psychology.

An eight-page announcement of the Bureau of Correspondence Instruction of the University of California gives the main facts about correspondence instruction and how to get it, with a bare list of the subjects taught by mail. This condensation of information about administrative and general facts, which leaves the detailed announcements to folders and announcements of special courses and groups of courses, is undoubtedly one solution of some of the publicity problems of the division, which offers a wide range of extension courses.

Reed College, Portland, Oreg., had a total attendance at its extension courses in 1916-17 of 48,060. The popularity of these courses may have been partly due to the fact that no charge was made for any except the study courses in which students do systematic work and take examinations. The announcement of courses for that year was most enticing, however, and undoubtedly had much to do with securing the large attendance. It carries on page 2 a spot map of the city, showing the extension services of the college, and

headed by the question, "Has Reed College reached your home?" Facts concerning enrollment are given in one brief page, attractively printed, and on page 4 the announcement of courses begins as follows:

ANNOUNCEMENT OF COURSES.

COURSE 1. MODERN ENGLISH PROSE WRITERS.

BY WILLIAM T. FOSTER, PH. D., LL. D., PRESIDENT, REED COLLEGE.

At the North Portland Branch Library, 190 East Killingsworth Avenue, near the Jefferson High School; Tuesdays, at 8 p. m.

1. Modern English: Where It Came From. October 3.
2. Modern Readers: Guidance to the Best Books and the Worst. October 10.
3. Nathaniel Hawthorne: The Scarlet Letter. October 17.
4. Ralph Waldo Emerson: The Call to Moral Heroism. October 24.
5. Robert Louis Stevenson: His Message to Youth. October 31.
6. Literary Landmarks of Scotland (Illustrated). November 7.
7. John Ruskin: On a Visit to the Northwest. November 14.
8. Literary Landmarks of London (Illustrated). November 21.
9. Literary Landmarks of England (Illustrated). November 28.
10. Charles Reade: Peg Woffington and Other Novels. December 5.
11. Charles Dickens' England (Illustrated). December 12.
12. Charles Dickens: The Christmas Carol (Reading). December 19.

It is not always possible for extension divisions to use space as lavishly as does Reed College; but there is a great deal to be said in favor of using enough space to present an attractive announcement for each course.

FORMALIZED DESCRIPTIONS.

Lack of proper attention to expression is also characteristic of many announcements. The person in charge of the extension division publicity can not afford to leave the statements of courses entirely to the individual instructors. Too many instructors have not the remotest idea of how to popularize their ideas. From the standpoint of psychology it is a mistake, for instance, to dismiss a course like English composition, with all its practical value for those who have not been to college, with a statement that—

This course corresponds to English A in this college. It is planned for students who have had four years of high school English or the equivalent. Students are expected to confer regularly with the instructor at times to be appointed within the conference period immediately following each class.

The statement for another course in the same college probably more limited in scope, dramatic composition, contains concrete information that undoubtedly has greater power of attraction:

This course is designed for students desiring to write plays. In the beginning of the course each student will be required to submit the scenario of a play

to be written during the year. These scenarios will be criticized with reference to their suitability for the stage, and the manuscripts prepared from them will be analyzed from the point of view of the dramatist. Specific technical problems will be discussed in class as they come up in the course of the work. Representative recent and current plays will be taken up and analyzed with a view to ascertaining the principles underlying their construction and the causes of their success or failure. Constant practice in plot construction and the preparation of scenarios will be given. In so far as possible the work of the course will be adapted to meet the specific requirements of the individual students.

A common practice of extension division announcements has been to begin with a history of the extension movement. If the writers had really considered the point of view of the people whom they were trying to interest, they would hardly have chosen an approach of interest only to educators and historians. The man or woman who has never heard of university extension will certainly not be attracted by a discussion of its origin. It is doubtful if such a discussion would interest even a faculty or a board of trustees. The salesman would only in the rarest cases approach his customer with a history of his product. None but a university advertiser would make such wasteful use of his space.

SPECIAL ANNOUNCEMENTS AND FOLDERS.

In their folders, or special announcements of courses or groups of courses, extension divisions show a tendency to break away from tradition and adapt their publications to the needs of the general public. Whether these announcements are similar in make-up to the more general extension bulletins or whether they consist of letter-size folders, they are generally more informal in nature and hence offer a greater opportunity for the presentation in a popular way of information about extension courses. The extension division of the University of California, for instance, issued a 10-page announcement of courses in business subjects, carrying on its outside cover a table of contents. This table served to suggest concretely to the most casual observer the fact that the publication contained information about correspondence courses in such subjects as accounting, bookkeeping, business, English and commercial law. A similar announcement was issued by the California Extension Division with the following cover:

UNIVERSITY OF CALIFORNIA
BULLETIN OF THE UNIVERSITY EXTENSION

New Series, Volume IV, Number 6

BY CORRESPONDENCE

*YOUR STATE UNIVERSITY CAN TEACH YOU AND
YOUR EMPLOYEES HOW TO WRITE
BETTER BUSINESS LETTERS*

A BUSINESS MAN IS KNOWN
BY THE LETTERS HE WRITES

PUBLISHED BY THE
UNIVERSITY OF CALIFORNIA

BERKELEY

September, 1918

Entered at the post office at Berkeley, California, as second-class matter under the act of July 16, 1894. Issued tri-monthly in January, February, March, April, May, June, July, October, November, and December. Five issues a month in August and September.

The University of Utah issued a letter-size folder announcing extension courses in business and the trades and industries, beginning with the question "Why study practical affairs?" and giving Marshall Field's answer.

The writer of advertising folders who has his reader in mind begins, not with a list of faculty names; not with a history of university extension, or with a statement of entrance requirements, but with the single fact most likely to arouse interest. A folder announcing a shop course, issued by the extension division of Minnesota, is an admirable example. It begins with some suggestive questions:

CAN YOU?

Can you use a formula in solving a shop problem?

Can you tell what a formula is?

Can you read a blue print?

Can you make drawings of your tools and of the machines you use?

Are you going on, year after year, working in the same way, changing jobs now and then with little or no improvement, until you are too old to learn new ways, always putting off until to-morrow the effort to prepare yourself for advancement?

Or, are you going to say:

"Now is the time to start;

"Now I shall begin to master my work in the right way;

"Now I shall study to become a better workman."

This is not academic style; but it is common sense. It puts above all other considerations the vital one of interesting the person whom the university can serve.

An announcement of vocational courses issued by Minnesota more clearly approaches the outward form of the university catalogue, but its content and presentation are in accord with its purpose of informing people about specific university extension courses. It begins with the following paragraph:

When teaching by correspondence was adopted by the University of Minnesota and thus became a part of the school system of the State, it was discovered that there was a need for courses that would help men engaged in industrial pursuits, particularly the machine trades, to secure more training for their work. It is generally admitted that the apprentice system whereby a man could learn to be a skilled workman has disappeared. If a person now wants all-round training he must secure it outside his daily work. There are two opportunities for doing this—the evening class and the correspondence course. Both of these opportunities are offered by the general extension division of the university.

Analysis of this shows its psychological soundness. In the first sentence the reader, naturally suspicious of something new, is as-

sured of its backing by the public-school authorities, at the same time that he is told of its practical value and accessibility.

A University of Chicago folder, announcing a physics course, answers a question that would very naturally arise in the mind of the reader:

"Can you teach physics by correspondence?" it asks in the opening sentence. And after it has explained how such a course is conducted, it illustrates its points concretely by listing the experiments performed by the student in his home and by giving pictures of the apparatus shipped to students.

The New York State College of Agriculture has issued a pamphlet advertising reading courses on farm efficiency, which carries a picture of a man putting his discussion paper into his rural mail box. This is more suggestive than a page of description would be. As a matter of fact, the picture on the outside of the folder is very much more suggestive and attractive than the opening paragraph:

The next few years will call for the greatest skill in farming. The close of the World War has brought to America a more serious rather than a less serious food problem. The United States is being called upon to export food not only to the allied countries, but also to the hungry populations of central Europe. Knowledge will increase efficiency in farming.

The angle of approach here is humanitarian and impersonal. It lacks the pulling power which direct appeal to immediate personal interest has.

Columbia University followed the traditional method in a similar folder announcing an emergency course to train typists for Government service. The folder begins with the name of the instructor, the academic number of the course, the time and place of meeting, followed by the statement that "the object of this course is to prepare students with no knowledge of typewriting to fill acceptable Government and other positions in war work."

It would be interesting, other things being equal, to compare the results obtained from this folder and from the one issued by Minnesota for machine courses. But unfortunately the complicating factors that make for enrollment—such as the relative appeal of the two courses, differences of environment and population—prevent any accurate measure of the efficiency of the two methods of approach.

NEWSPAPER ARTICLES.

"The most important field of publicity is that of the newspaper," writes the publicity agent of the extension division of California, and adds that the California papers have been very generous with space. The San Francisco Examiner, for instance, recently presented the division with a complimentary bill for space to the value

of \$22,690. The Indianapolis and Fort Wayne papers have been most generous with the Indiana University Extension Division. The university extension department of Massachusetts has had large response to its newspaper publicity. Two hundred students responded to a single short news paragraph in a Boston paper about an automobile course.

THE NEWS ELEMENT.

Much depends upon obedience to the rules of newspaper practice in the preparation of copy. Ask any editor if he will take an extension "story" and he will reply, "If it has *news value*." Things about to happen, new courses about to be given or just started, enrollment figures, brief outlines of interesting points to be covered in the course, the practical value of a course, names of students completing courses—all of these are points to emphasize. They contain the news element. Often, indeed, the mere introduction of some such word as "to-day" or "recently" or the words "just announced" will serve to give the impression of news. Names of instructors and extension division officials sometimes serve to carry some previously announced fact, such as the giving of a course or the opening of a semester.

PLANNING THE CAMPAIGN.

It is necessary during the three or four weeks that precede and follow the opening of classes to keep announcements continually in the papers. But the editor demands news. Consequently, shortage of news must be anticipated and some items withheld. Some of the steps that may be taken are as follows: First is issued a general announcement that a new semester will begin at a certain time and that such and such courses will be given. This is followed with more detailed announcements of groups of courses such as literary, business, secretarial, vocational. Then comes the announcement that "to-morrow" will mark the opening of classes. Classes begin, but enrollments are low. Only a small percentage of those who can be interested have been reached by this intermittent publicity. The agent must bestir himself. He may announce that a certain number of registrations have been received and that classes began on such and such days. This additional publicity invariably brings in a batch of new enrollments by the next meeting of the class.

Then, toward the end of the first semester, the agent may prepare newspaper articles about the classes that are running. The clever writer who has played up all his general news, may *make news* by announcing (with the permission of the instructor) that the class in political economy will discuss the cost of living on Friday evening,

and that the meeting will be open to the public; that the accounting instructor will take up the matter of making out income-tax returns; or that the professor of literature will read aloud a famous play. He may tell how the public-speaking class has been assisting some public cause or "drive;" how the class in dramatic art is to give a play open to the public; or how the accounting class is auditing the books of the local charity organization. All these facts serve to keep the people of the community informed about the classes.

RELEASE VS. SPECIAL COPY.

Publicity matter may be sent out in two different ways—as "release copy," to be used by all the papers at a time indicated on the manuscript; or as an item especially prepared for a given paper. The agent should ascertain from the editor the practice of his paper in regard to such items and should comply with his suggestions. Two editors in Indianapolis take release material, while a third insists on material written especially for his paper. Several articles may generally, however, be given out on a single subject, if the wording is varied as much as possible. The director of the vocational courses at the College of the City of New York feels that he has gained better results from special copy than from release.

The editor of the California Extension Division reports that he has found by experience that it is wisest to send to city papers articles that are written especially for each paper. This editor makes it a part of his business to form the personal acquaintance of newspaper editors and other men connected with the press in order that extension publicity material may be sent directly to known individuals; and in order that the understanding and cooperation between the extension editor and the newspaper man may be as perfect as possible. One feature of the work is confined to newspaper articles appearing in cities; and another feature consists in sending matter to papers in small towns throughout the State. In the case of the latter it is not possible or necessary to vary the articles in the manner described in connection with the press in cities and large towns. This editor also makes a special study of journals and magazines that appear weekly, biweekly, or monthly. These periodicals can be very useful to the extension division. For instance, an electrical journal printed four different items in one issue about the California extension courses in electricity.

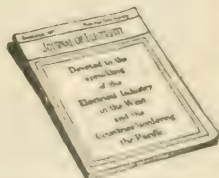
University of California Extension

Station Operators
Electrical Contractors
Office Workers
Telephone Men

THE EXTENSION COURSE in the Fundamentals of Electricity which was so successful in San Francisco, Los Angeles, Oakland and San Jose has been revised and improved and will be issued in March as a correspondence course by the University of California and the Journal of Electricity in conjunction.

Grasp the Opportunity and enroll by sending to the University of California Extension \$5.00 with your name and address. Students must have access to the Journal of Electricity (subscription price, \$2.50 per year).

The Advisory Committee of the California Electrical Cooperative Campaign have unanimously approved of this helpful work. The Journal of Electricity is doing its share,—what are you doing to forward this amount of increasing efficiency in the electrical industry throughout the West?



AN ADVERTISEMENT THAT APPEARED IN THE
JOURNAL OF ELECTRICITY.

KEEPING THE READER IN MIND.

The special feature article is a good source of publicity. Since its primary purpose is not the giving of news but the giving of information about something that is going on, it can be used at the editor's convenience. Sunday morning magazine sections, or Saturday night special editions are suitable places for university feature articles and editors seldom refuse to print such articles if they are well written. The feature article may tell about the age, sex, and occupations of extension students; or it may describe what goes on in an automobile class for women; or in the public-speaking class for men. It may tell about the spread of the university extension movement in the United States and in the State. But it should always contain *human interest*. Such articles, of course, must be prepared for individual papers rather than be released for all.

Much depends upon the way in which copy intended for the newspapers is written. It is well worth while for anyone doing extension work to study some of the fundamental principles of newspaper writing. First of all, the article must be addressed to the average newspaper reader who is probably entirely ignorant of what university extension is, what it may mean to him, and where and how he can obtain instruction. Though countless articles may have appeared in local papers, there are always many in the community to whom any given notice will be the first notice; yet the editor has become familiar with the announcement. To him it is an old story and he wonders if it is not to his readers. The writer must, in such cases, introduce the facts which are repetition into the body or end of his article; at the same time putting into his "lead" the most important idea he has to present.

THE "LEAD."

The *lead* is, in newspaper parlance, the first sentence or sentences of an article. In a plain news story it generally tells *who, what, when, where, why*. In a feature article, it makes some especially interesting statement that will attract the attention of the reader and induce him to read further. The rather common practice of saying in a news article that "Blank" University Extension Division offers certain courses in certain subjects at a certain time is a simple method of approach. Its greatest virtue is its directness.

The first words of the first sentence of a paragraph are always points of emphasis. The ends of paragraphs, and of articles are also strategic points, because the average casual reader scans a page for beginnings and endings of paragraphs.

CONCRETENESS.

Concreteness is essential in writing publicity material. One must give a definite image to the reader. Generalities mean little, especially to the untrained mind. Hence the writer who is telling about the value of a public-speaking course must mention some of the occasions upon which training in public speaking is of practical value. If one is writing about courses in English composition, one must refer to the importance of knowing how to punctuate, how to paragraph, how to construct letters and reports. In other words, newspaper publicity must be in terms of the daily life of the stenographer, the clerk, and the business man. If the article is about a public-speaking course, it must show how public speaking will help the shopkeeper, the young factory manager, or the insurance agent, to approach individuals or groups. The publicity agent must emphasize the practical value of what the university offers, for whether they are studying literature or commerce, practical value is what the busy extension students of America demand. It is interesting to note in passing that the extension students of England have demanded greater opportunities for cultural study, especially along the lines of history, economics, and the social sciences.

This is a poster which is concrete in its suggestion:

UNIVERSITY OF CALIFORNIA EXTENSION

STATION OPERATORS

Improve your efficiency, raise your earning power, and increase the pleasure of your work by special training. Learn to calculate power, wire sizes, circuit characteristics; study the theory of instruments, generators, motors, illumination.

In short, take the new correspondence course in Electricity now being launched by the University of California and the Journal of Electricity.

The cost of the course is \$5.00; text material \$2.50 extra. Enroll by sending \$5.00 and your address to the University of California Extension Division, Berkeley.

This course has the unanimous endorsement of the Advisory Committee of the California Electrical Co-operative Campaign.

Please Post on Bulletin Board.

BREVITY AND FORM.

Brevity is another virtue of the newspaper article. Editors are generally crowded for space. They want to give a maximum of fact in a minimum of words. Rarely will they permit "editorializing," or expression of opinion. They frown, for instance, upon statements of the importance of a given course or of extension work. They want facts; not theories. Sometimes a news item or even a bulletin may impress an editor so favorably, however, that he will make it the basis of an editorial.

Newspaper form must be followed in the make-up of copy. The typewriting should be double or triple spaced, with a margin of at least $1\frac{1}{2}$ inches at the left edge, and at least $2\frac{1}{2}$ inches at the top, in order that the copy reader or editor may write corrections on the margin and a headline at the top. These details may seem unessential. But they are important in the newspaper office where the need for speed makes recopying impossible. Moreover, the editor is just human enough to take the path of least resistance between copy that is correctly prepared for the printer and that which needs revision.

FORM LETTERS.

Form letters, sent out to selected mailing lists, are a common form of extension advertising. Their efficiency so far as direct results are concerned is open to question. Exact figures are obtainable in only a few instances. However, form letters are doubtless of value in the long run. They serve to let people know that there is such a thing as extension study, whether it is desired at the moment or not. They may not bring immediate enrollments, but they may be remembered and result in later enrollments.

The secretary of the Minnesota Extension Division Correspondence Study Departments gives the following summary of her experiment in form letters:

Our publicity activities have been in the way of letters, leaflets, placards, press news items, and special articles for periodicals. I shall take these up one by one.

Letters were sent as follows:

1. To high-school principals: Sent out in the fall on general extension work but asking lists of the teachers for circularization for correspondence study department. Inclosures: Stamped envelope for reply and "Are you?" card. Number sent, 525. Number of replies, 266. Number of names thus received not estimated. The result of a circularization of this kind is difficult to estimate, as it is not immediate. By far the greater number of our registrations come from the teachers of the State as a result of just this kind of circularization.

2. To manufacturing concerns dealing with engineering products. Two hundred letters were sent to employers with "Shop Mathematics and Drawing" pamphlet for distribution among workers; results very meager. I was able to

check only about four responses. Decided not to repeat this kind of circularization.

3. To city librarians: One hundred and four letters sent out; 8 replies offering cooperation. This also is a type of circularization that almost defies an estimate of results.

4. To correspondence students, asking names of persons who they thought might be interested in correspondence instruction. A stamped postal card was inclosed. One hundred and two were sent; 48 were returned with 196 names. Thus far four registrations have been traced to this circularization, though undoubtedly more have come indirectly from it.

5. To labor unions: Two types of letters were used: one going to the labor unions representing occupations in which we are offering vocational courses, the other to those in which we are not. This circularization has just taken place and we can not make any estimate of the results of it.

6. To high-school principals, regarding commencement speakers and calling attention to the new correspondence bulletin just issued. Inclosed stamped postal card for names of young people who have completed high school but have not gone on to college. This is too recent a circularization to make any estimate of results.

7. To editors: Six hundred and twenty-five letters sent out calling attention to the work of the correspondence study department and asking for publication of the article accompanying the letter. This has been out only about two weeks and it is impossible to tell what the results will be. There is a slight increase of inquiries, which indicates that some of the papers have published the article. It is impossible to tell how many of them did so, but I am convinced that this kind of publicity work pays.

8. To county superintendents: This letter has just gone out to 86 county superintendents asking for lists of the rural teachers for the purpose of circularizing them for correspondence instruction during the summer and to get them ready for another circularization next fall.

In circularizing for class organization in Duluth, the back of the small slip which was inclosed with the electric light and gas bills in the city contained a statement regarding correspondence instruction. There was a noticeable increase of inquiries from Duluth after this circularization was made. It has been impossible, however, to determine what registrations came from it, inasmuch as the announcements went to the Duluth Library at about the same time and we could not determine which was the source of the inquiry.

It all seems to simmer down to the matter of keeping correspondence study instruction before the public. It is doubtful whether any method of circularization will bring a high percentage of immediate results. I might say that this was also my experience in Wisconsin. That is why I believe in pegging away at the matter and thus making this method of instruction as widely known as that of the classroom, so that people who have in hand the solution of educational problems will think of correspondence instruction as well as of attendance at school as a means of solving it.

The secretary of the correspondence study department at the University of Kansas reports that letters to common-school graduates and to teachers have "always brought good results." "The letter to enrolled students we have found to be one of the easiest and cheapest ways of securing a list of prospective students. The letters can be sent with returned lessons at no additional cost, and have always brought a prompt and enthusiastic response."

The Indiana University Extension Division has found it profitable to send out letters to resident students at the end of the regular school year in June and at the end of the summer session. Of the 1,500 so reached at the end of one semester, 33 responded. When the Indiana University Center at Indianapolis sent out a questionnaire to enrolled class students, asking them how they first learned of the extension classes, 30 of the 256 who replied mentioned circular letters.

The secretary of the correspondence study department at the North Adams State Normal School, in Massachusetts, reports that when she sent out 149 letters to superintendents offering correspondence courses she received responses from 11 giving lists of teachers and from 16 inviting oral explanations before teachers' meetings.

Several thousand circulars were sent to the insurance, banking, commercial, manufacturing, and other business firms in each of four Pennsylvania cities by the Wharton School of Finance and Commerce of the University of Pennsylvania. The dean writes, however, that he does not believe that this was very useful.

POST CARDS.

Excellent results were obtained by the Indiana University Extension Division from post cards which were distributed by a boy in the large office buildings of Indianapolis. The cards, 2,000 of which cost \$9, were printed like an ordinary postal on one side. The other side contained a brief announcement of the opening of the semester at the extension center, together with a list of courses offered. Persons interested were asked to check the courses about which they desired further information and to return the cards. About 200 replies to these cards came back—a percentage that advertising agents would regard as especially high as compared with cost.

The practice of sending out double post cards to enrolled students, asking for the names of friends who may be interested in courses, is common. The consensus of opinion seems to be that it is productive of good results. Columbia University sends such a card to extension students a month after they have enrolled. Nearly 2,000 of 8,429 students who were sent cards responded to the request for names.

FOLLOWING UP INQUIRIES.

The Columbia Extension Division has an excellent follow-up system which keeps the mailing list free from dead material. After the assistant in the director's office has circularized the students whose names have been sent in by friends, she sends those who have not responded another double post card asking if they wish to have their names retained on the mailing list and suggesting that they

reply on the attached postal. Those who fail to reply are dropped from the list.

This assistant also keeps a record card for every person who inquires about extension courses. On this card she checks the subject in which the student is interested, the names of the announcements sent, and the person or department through which he inquired. Later, when registration cards are compared with the inquiry cards, those who have not enrolled are sent the return postal described above. Those who fail to indicate further interest are dropped from the mailing list.

Columbia answers general inquiries by form letters and refers specific questions to the instructor in charge. The instructor indicates in a few words on the inquiry record card the nature of his reply. The extension division has built up its afternoon and evening class enrollment of about 7,000 students almost entirely through the good will of its students and the follow-up system thus described. It mails announcements to principals of schools, librarians, teachers in the high schools of Greater New York, to nurses, city clerks, and to the managers and officers of various firms found in the city directory.

The secretary of the University of Chicago correspondence study department also believes in a careful follow-up system. He writes as follows:

A week or so after answering a letter we send each inquirer a booklet containing typical lessons from courses that are related as closely as possible to those about which he has inquired in order to give him a concrete idea of what study by correspondence is like; and a week or 10 days later we send him a reminder of the possibilities and adequacy of correspondence study work in the form of a three-page folder of testimonials. We have not kept a check on the results of this follow-up system, for we are satisfied that whether or not it brings immediate enrollment, the plan that has been followed will stimulate educational desire and a knowledge of educational opportunities.

LETTERS TO EMPLOYERS.

The Columbia Extension Division reports that it has no record of the returns from its letters to persons chosen out of directory lists, but that it has had "good cooperation" from bank cashiers.

Minnesota checked only 4 responses from 200 letters sent to employers. The 256 replies to the questionnaire sent by the Indiana University Extension Division asking students how they heard of the class work brought only 9 references to employers. Yet the director of engineering extension work at Iowa State College, who has had long experience in this field, says:

A letter to employers is often effective. This letter should state briefly the courses to be given and their purpose and should close with a request for

assistance and cooperation. This letter should be accompanied by a printed or mimeographed sheet giving details of the courses for the men themselves, which can be posted up by the time clock, where the men can see it.

Statements giving in detail the content of courses are also sent to selected mailing lists by the extension divisions of Kansas, California, and Indiana. The officers in charge of the Indiana centers report that these mimeographed statements (copy for which is supplied by the instructors) can be very conveniently used by the officers in charge, both in answering letters of inquiry and in talking with extension students.

Several extension divisions report that the local gas or electric companies will sometimes send out with their monthly bills small four-page slips or folders announcing extension courses. One company, which operates a large moving electrical sign, has promised the free use of the sign for the announcement of extension classes this coming fall (1919).

Free use of lantern-slide announcements in motion-picture theaters is reported by the extension division of California. The College of the City of New York secured the free use for two weeks of a panel on a large circuit of motion pictures. This advertising service undoubtedly played an important part in the campaign of 1915 which established the division of vocational subjects with an initial enrollment of 2,627 students. The College of the City of New York also gets a great deal of free newspaper publicity, some of which undoubtedly comes from the fact that it has an advisory committee of men powerful in the city life and that it secures the greatest experts in the city to lecture from time to time. The college has used billboard posters and subway space (free). It does not use any paid advertising, because it is not allowed to do so, and the director believes that it would fail to get free news items if it paid for any notices. He feels that the best results have been secured from newspaper stories.

STREET CAR POSTERS.

Street-car posters have been used by the extension departments of Massachusetts, California, and Minnesota. Minnesota runs window cards in all the street cars of the entire system of Minneapolis and St. Paul for 14 days just before the opening of the fall semester of classes. The space costs about \$187. It carries a display in all the cars of the Twin Cities for eight days preceding the opening of the second semester at a cost of about \$135. In addition to these sums paid for space, the division spends about \$100 to print the display cards for both semesters. The director reports that, when questioned as to how they first learned of the classes, *nearly half* of the students in extension classes referred to the street-car advertisements.

While no statistics as to returns from street-car advertising are available, this medium seems to present an unusual opportunity for acquainting the people of a city with extension work. Walter Dill Scott, in his *Psychology of Advertising* estimates that in the average American city about 66 per cent of the total population ride in street cars. Daniel Starch, in his *Theory of Advertising*, places the number at from 85 to 90 per cent of city adults. Mr. Scott argues that these people ride regularly and that advertisements carried in cars reach particularly the "lower classes of people, the classes little influenced by newspapers." Mr. Starch sums up the arguments for street-car advertising as follows:

1. Every card has an equal chance with every other card in the car and is not overshadowed by the large advertiser. There is little difference in position.

2. Cars are free from objectionable advertising: hence, advertisements have the confidence of the people.

3. Seeing placards requires a minimum of effort on the part of the passenger.

4. Railway cards are a practically universal medium.

5. They are read repeatedly and in a leisurely mood.

The third and fifth arguments would seem to be the strongest: People do read, both consciously and unconsciously, over and over again, the advertisements in street cars. And they read them in a leisurely way, not hurriedly as one glances through the advertising pages of the newspaper. "The time element is important," says H. F. Adams, in *Advertising and Its Mental Laws*. "A stimulus which lasts twice as long as another, sends approximately twice as much nerve current to the brain as does the briefer one. Consequently, we are likely to attend to those things which endure for some time."

Undoubtedly, the street-car poster has the advantage of reaching a large audience, repeatedly, for a comparatively long period each day, at a time when the audience is not employed in attention-consuming occupations.

THE LAYOUT.

"Silence is golden. Blank space is equally eloquent," say Tipper, Hotchkiss, and Hollingsworth in their book on advertising. This is true both in respect to the margins, and in respect to the body of the advertisement. Blank space, especially in newspapers, attracts attention. It also makes emphasis possible. It is pleasing to the eye if the subject matter of the poster is properly balanced.

Headlines, according to some writers, should be four or five words in length—just enough to be read at a glance. The most important headline should be at the top of the advertisement, or else slightly

The Commonwealth of Massachusetts
OFFERS
PRACTICAL EDUCATION
FOR
MEN AND WOMEN



TRAINING BY CLASS OR CORRESPONDENCE

MATHEMATICS	STRUCTURAL	ECONOMICS
DRAWING	COMMERCIAL	EDUCATION
MECHANICAL	ENGLISH	HOME MAKING
ELECTRICAL	FOREIGN LANGUAGES	CIVIL SERVICE
HISTORY AND GOVERNMENT		

→ NO CHARGE FOR INSTRUCTION ←

ONLY SMALL CHARGES FOR POSTAGE, TEXTBOOKS, AND MATERIALS

FOR INFORMATION WRITE THE
DIRECTOR OF THE DEPARTMENT OF UNIVERSITY EXTENSION
STATE BOARD OF EDUCATION
STATE HOUSE, BOSTON

A REPRESENTATIVE WILL BE AT

above the mathematical center, at the optical center. The poster issued by the Massachusetts department is good in that the headline at the top, "Practical education," stands out and makes a concrete suggestion. The figure of the postman is placed at the optical center, and gives at a glance the explanation of *how* practical education is to be obtained. The list of courses below in small type gives detailed information to persons who are interested enough to read beneath the headline. The idea of *free instruction* is also given prominence. The idea of authority is conveyed by the small top head line "Commonwealth of Massachusetts." This carries weight and prevents suspicion of commercial purposes. Good as this poster is, it could be improved. Its proportions (12 by 22 inches), are not pleasing. It is too long for its width and does not stand up very well. It is printed, except for the Commonwealth of Massachusetts head, entirely in capitals. Advertising experts and printers agree that the use of "all caps" is bad. The eye is accustomed to reading capitals *and* lower-case letters and finds difficulty in reading printed matter composed entirely of capitals. The advisability of giving the subhead, "Men and women," almost as much prominence as the main head would be questionable in States where people are accustomed to the idea of coeducation. In such States it would be placing emphasis upon a matter that is taken for granted. Possibly in Massachusetts, and parts of the South, educational traditions may make such an emphasis necessary.

A poster used by the Indiana University Extension Division is printed partly in red ink, which adds greatly to the effectiveness of the advertisement. It makes use of the command (a practice urged by the texts). This command, which is the main head, is printed in red, as is the university signature at the bottom of the poster. The poster has balance, gives specific information, and is pleasing to the eye. Its size, 10½ by 13½ inches, makes it convenient for both window and bulletin-board display. The objection to this poster is the somewhat monotonous effect created by the use of a subhead nearly as large as the main head. The poster would be better if "*Increase your Efficiency by Studying*" had been printed in smaller type, and if the type used in listing the courses had been of a different *font*, or style, from that just above.

Generalizations and "blind" headings should be avoided. Such captions as "You Can," "Efficiency Pays," and "We Want," leave the reader cold and uninterested. Such captions as "Enroll Now," and "Study in Evening Classes" suggest definite reactions.

USE YOUR SPARE TIME

Increase Your Efficiency by Studying

Indiana University offers 137 courses by mail. If you are interested in

English
Journalism
Philology
History
Political Science
Economics

Sociology
Latin
French
Spanish
German
Astronomy
Geology

Mathematics
Mechanical Drawing
Philosophy
Education
Home Economics
Music

Write Today for Full Information to

Indiana University Extension Division

You Can Begin NOW

BLOOMINGTON, INDIANA

NEWSPAPER ADVERTISING.

PREFERRED POSITIONS.

In newspaper advertising, much depends upon the location of the advertisement. It should appear in the *preferred positions*, next to the reading matter, at the top or at the bottom of the page, and on the second, third, or last pages. The extension representative making the contract with the newspaper for space should look carefully to this matter of position, and should insist upon having so far as possible the best that his money will buy. One publicity agent secured very much better positions after the newspaper agent learned that she knew the good from the bad!

SIZE OF ADVERTISEMENTS.

Says Starch:

The available facts, both experimental and practical, indicate pretty definitely that, other conditions being equal, large space in few media brings greater returns than small space in many media. When a deep impression and an accumulating momentum is sought, the larger display space is apparently the most effective and the most economical. The reason for this is that large space makes a more adequate presentation of the proposition, and it tends to create an impression of the great importance and reliability of the firm advertised.

Mr. Starch might have added that large advertisements are *seen*, while very small ones are generally overlooked.

Scott, after some elaborate experiments with magazine advertisements concludes that "the value of an advertisement increases as the size of the advertisement increases, and the increase of value is greater than the increase in the amount of space filled."

On the other hand, Tipper, Hotchkiss, and Holloway, say, "The larger the space used, the greater the attention value. But the increase in value is not proportionate to the increase in cost."

Investigators differ, it seems, upon this question. The Indiana University Extension Division began its newspaper advertising on a very small scale, spending during its first semester campaign at the Indianapolis Center, about \$50 in advertisements 2 columns by 2 inches. Later, it decided to spend \$125 a semester, running advertisements about twice this size (about 4 inches square). While no accurate judgment of the exact results from such returns has been possible, because of the amount of free newspaper space used and because of the unusual conditions created by the war, the division staff is convinced that its larger advertisements paid; that they brought more inquiries than smaller and more frequent advertisements would have brought.

EXTENT OF USE BY UNIVERSITIES.

Newspaper advertisements are not used by so many extension divisions as one would expect. California uses them, but does not pay for them. The University of North Carolina, Indiana University, and the University of Chicago use them. The extension division of Michigan spends about \$60 a year on newspaper space out of an advertising appropriation of \$300. The University of Pennsylvania uses "a simple announcement in the papers that the schools will be

Study in Extension Classes

Late afternoon and evening courses begin September 23.

French,	War Literature,
English,	Problems of the War,
Spanish,	Physiology,
Accounting,	Eugenics,
Business Law,	Education,
Economics,	History,
Advertising,	Mathematics,
Psychology,	Journalism,
Public Speaking,	Magazine Writing.

Red Cross courses in Dietetics and Home Service.

INDIANA UNIVERSITY

1116 Merchants Bank Building.

Main 4297.

A newspaper advertisement that brought good results in Indianapolis.

held, with the time and place of opening. This is carried on for about a month previous to the opening of the schools."

The extension division of Minnesota, on the other hand, is not permitted to carry newspaper advertising. The director of the Massachusetts Extension Department feels that "it is undesirable to begin paying for newspaper advertising, because when a State department once begins an expenditure of this kind there are unlimited demands, and for political reasons it is sometimes difficult to discriminate conscientiously."

A QUESTIONNAIRE ON DEVICES.

A questionnaire sent out to 450 students registered in the Indiana University Center at Indianapolis, asking them to indicate how they first heard of the classes, brought the following results:

Number who checked "bulletin"-----	150
Number who checked "newspapers"-----	65
Number who checked "personal friend"-----	95
Number who checked "circular letter"-----	30
Number who checked "employer"-----	9

The total number replying was 256. Some checked two or three media. This fact somewhat lessened the value of this questionnaire as an accurate measure of the efficiency of the different advertising media.

THE FIELD ORGANIZER.

The publicity devices heretofore discussed have been largely impersonal. The value of personal, face-to-face contact with those who may be interested in extension study should not by any means be underestimated. Such contact is very important. It enables the university to interest people who can not be interested through the printed page, and it makes for a more thorough understanding of extension opportunities.

Shop and club meetings addressed by field organizers give the extension division a chance to present its case clearly and to answer questions and objections. Community institutes and teachers' institutes, and meetings of all kinds, offer exceptional opportunities for advertising extension courses.

For information as to the method of approach employed by the field organizer, we turn to the University of Wisconsin, which had over 9,000 extension students in 1918-19, gained chiefly through the interest aroused by staff representatives in the State. One of the organizers describes the Wisconsin method as follows:

We have mapped out a very definite circuit or itinerary plan that provides for regular visits from our representatives to practically every town with a population of 200 and upward in the State.

Each field representative is assigned permanently to a single circuit, and his itinerary is so planned as to admit of a visit and an adequate apportionment of time to each town every month.

We have an original and highly specialized process of instructing and preparing our men for this work. They are thoroughly informed of the values of each course, and the purposes it is designed to serve, and are trained in methods of interpretation.

Each representative is provided, at the beginning of his engagement, with a general classification of the groups of interests that should receive attention in the average town. The schools, the homes, the stores, business offices, shops, and manufacturing establishments are some of them, and he is especially instructed to seek out those, however employed, who have been denied the ad-

vantages of education and who, therefore, are most in need of correspondence study. A suggestive classified list designates the courses that are calculated to serve these various interests. This is designed merely to show the wide range of correspondence courses available from our division and to facilitate selection.

A more select classification, representing studies that are more commonly and more urgently needed, and containing suggestive interpretative notes, is also used in introducing our general service to the members of each group.

Thus, our representative has, from the beginning, definite objectives indicated to him, and his first contacts are with the more representative and influential members of the various groups in each town—beginning, generally, with the high school. But it is not his first nor his principal purpose to register correspondence students. It is rather to engage strong, earnest, enlightened cooperation.

Even in dealing with the merchant, the matter of interesting him in courses, such as retail selling, or advertising, that will serve him in a business way, is entirely secondary. The more important object is to obtain his interested and sympathetic aid in bringing needed correspondence courses to the attention of his employees and to others with whom his influence may be of use.

This is the appeal to all who are in a position to serve others by assisting us, with information, guidance, influence, and recommendation, to secure registrations from those who are most in need of education. In this way we gradually build up and establish a strong, active, informal group of coworkers in each community. Each member of the group is definitely instructed in methods of personal cooperation. One of his objects is to interest others in correspondence study and arrange definite appointments for interviews with our representative on his next visit.

With repeated visits to the same towns our representative follows the work that is being done by the students he has enrolled. He keeps himself informed of their progress, their attitudes, their difficulties, gives advice and encouragement where needed, and aids in every way possible to insure the successful completion of all courses.

In the larger places it is often possible to form class study or conference groups in subjects of more general interest. Where this is desired, and an instructor from the division is available, such a class organization is formed by our representative. But while performing this work for the department of correspondence and class study, the representative does not neglect any opportunity to bring other forms of service to the attention of the people. Through the cooperative unit which he has established, we are able to render this larger and more general service to an extent, and in more varied ways, than otherwise would be possible. Lyceum courses are engaged through our lecture department, community institutes are conducted, community singing is organized, engineering service is given, package libraries are furnished—in fact, through this method of personal representation and cooperative organization all forms of useful service are effectively promoted and made more successful in their application.

TALKS TO GROUPS.

While some States, like Massachusetts and Wisconsin, have put forth strong efforts to interest individuals in study through their organizations, many other States have neglected these important avenues of publicity.

THE SOCIAL SIDE OF EXTENSION ACTIVITIES.

It is a generally recognized and often deplored fact that social activities play an important rôle in attracting students to universities. Club meetings of students in various departments, as well as junior proms, receptions, dances, and hikes, are some of the more conspicuous factors that go to make up the social side of college life. The extension divisions, with one or two very minor exceptions, have entirely ignored this side of student life. Yet there is no reason why an extension center should not hold an annual or a semester reception to bring together the staff and extension faculty members and the old and new students. The newspaper and word-of-mouth publicity gained by such an event would be very valuable; and the event itself would serve a useful, social purpose.

Entertainments by classes in dramatic art and public speaking, debates, and readings by members of literature classes, are some of the other devices that serve to build up a valuable social life among extension students and to advertise the work of extension centers.

COOPERATION WITH LABOR.

Shop meetings offer an excellent opportunity for the field organizer to present information about extension courses. It is significant of the difference between the English university extension movement and the American, that while the English movement has originated largely from the demands of the laboring classes and has been chiefly concerned in reaching them through their trade organizations, the movement in this country has practically ignored those organizations. The extension movement can not afford to ignore the possibilities for cooperation with labor. Some of the possibilities that might be mentioned in addition to shop meetings are addresses to labor-union meetings, advertisements in labor papers and magazines, and folders in pay envelopes.

THE NECESSITY FOR GREATER EFFORT NOW.

One commercial correspondence school enrolled, before the war, about 6,000 new students every month. Only one extension division has ever gained that many in a year's time. The reason for this disparity is easy to find. It does not lie in the inherent advantage of the commercial school. The university has the confidence of the people of the State; it has prestige; and it offers the best of instruction at a minimum of cost. All of the advantages are on the side of the university. But the commercial schools *advertise* widely. Of course, it should be understood that commercial schools do a great

deal of personal solicitation, some of which is of a character that could not be approved by standard universities.

It is almost inconceivable that prevailing academic ideas about advertising should be so largely based upon the assumption that university extension will of itself become known to those who need its services. Truly by its good deeds it shall become known; but reputation gained through satisfied students alone will not enable any extension division to attain its full possibilities for service.

The working classes are demanding greater opportunities for higher education. Upon the fulfillment of their demand rests the greatest hope for democratic society. The university is obliged to serve all classes of people. The extension movement with its 119,000 students has barely touched the surface. If the publicly supported universities are ever going to reach out and till the field which clearly belongs to them, rather than to private enterprise, they must make vastly greater efforts to become known. They must invest more money in advertising and must advertise more wisely.

The reconstruction period offers an unprecedented opportunity. Great numbers of young people have been shaken out of their accustomed places and habits. Many have traveled for the first time. In the cantonments, the training detachments, the university training camps, and the universities of Europe men have learned that training counts. Many of them have determined not to go back to old positions and old ways of living. Women who had become reconciled to lack of opportunity have gone forth as war workers and as civilians into new fields. All of these people have had new experiences, have caught new visions. The facilities for their education are at hand. It is the great privilege and the imperative duty of the extension division in whose trust those facilities have been placed to make them known.





EDUCATION BRANCH
LEGISLATIVE LIBRARY
JAN - 9 1922
PARLIAMENT BUILDINGS
TORONTO

379
Un 3 B 25433
U.S. Bureau of Ed.
Bulletins, 1919,
nos. 51 to 60.

108 30/5/21
19/10/21
379
Un 3 B 25433

NOTICE TO BORROWER

This card is to be kept in this pocket and returned with the book.

No book will be loaned without presentation of the borrower's card.

This book must be returned on or before the last date stamped on the card.

If not requested by another borrower the loan may, on application, be renewed.

This book must not be marked or mutilated in any way.

In case of loss its value must be paid to the Librarian.

Any violation of these rules may deprive the borrower of any further privileges of the Library.

Department of Education, Toronto.

